



**UNIVERSIDAD DE SANCTI SPÍRITUS**  
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**MAJOR WORK**

**TITLE: THE DEVELOPMENT OF THE ORAL SKILLS IN THE ENGLISH  
SUBJECT IN SEVENTH GRADERS AT “CARLOS J. FINLAY” JUNIOR HIGH  
SCHOOL.**

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## **INTRODUCTION**

English is the international language per excellence. It not only facilitates the communication between people from all regions of the planet but also favors the expansion of international relations, trade agreements in different fields, integration into Internet networks, among others.

The importance of learning foreign languages was recognized by José Martí, who in a letter to María Mantilla dated April 9, 1885, wrote about the importance of knowing another language as a way to gain knowledge and how to use it to face life with more preparation. Another important Cuban magister of the twentieth century, Enrique J. Varona saw learning English as an important task to be developed and raised its inclusion in school curricula since the fourth grade. (Quoted by Chavez, 1999).

In a speech on March 15, 2001, at the first graduation of the Emergency Training Course Primary Teacher, Commander in Chief Fidel Castro argued that: "(...) to learn English and other languages such as French (...) will be a manifestation of the general culture in Cuba ". The last transformations that took place in the Cuban educational system contributed to the language teaching through the use of the new technologies of the information and the communication and also to the achievement of a general integral culture in the students of different subsystems.

Although learning a language requires the harmonious development of the four skills of verbal activity: listening comprehension, oral expression, reading comprehension and writing, ensuring that each student is able to have a more comprehensive domain of the language, the teaching of the English language in Carlos J. Finlay secondary school has as main objective the development of the oral skill that allow students to express information about their own personal activities.

This process is carried out taking as support the communicative approach in order to develop the communicative competence in the students. This methodological conception propitiates the use of many games and techniques which help the students to perform communication in different situations closely related to real life.

Many authors have investigated about the development of the oral skill, for instance Don Byrne (1989), Acosta (1996), Gutiérrez (1997), Antich (1998) and García (2010) have provided important theoretical aspects and methodological requirements while Enrique (2006) and Font (2006) have improved syllabuses for English language teaching and they have offered methodological guidelines, procedures and techniques to be used in the English lessons.

In spite these arguments contribute to the development of the oral skill, some limitations were still found during the teaching learning process of the English Language in seventh grade at “Carlos J Finlay” High School. They are:

- Pronunciation mistakes in final sounds.
- Students do not articulate in a correct way.
- A poor vocabulary.
- Students are not coherent.

It was identified as the main cause the no systematic use of the methodological procedures to develop the oral skill through the English lesson.

Taking into consideration the difficulties previously mentioned it is stated as the **scientific problem**: How to contribute to the development of the oral skill in seventh grade students at “Carlos J. Finlay” Junior High School?

The present investigation has as main **objective** the following: To evaluate the effectiveness of a set of linguistic games for the development of the oral skill in seventh grade students at “Carlos J. Finlay” Junior High School.

As a way to give solution to the scientific problem the author formulates the following **scientific questions**:

1. What are the theoretical and methodological foundations that support the oral skill in the English Language?
2. What is the current situation of the development of the oral skills in seventh grade students at “Carlos J. Finlay” Junior High School?
3. What characteristics should the linguistic games to contribute to the development of the oral skills in seventh grade students at “Carlos J. Finlay” Junior High School have?

4. How to evaluate the effectiveness of the set of linguistic games to contribute to the development of the oral skills in seventh grade students at “Carlos J. Finlay” Junior High School?

To answer the previous questions the following **scientific tasks** are stated:

1. Determination of the theoretical and methodological foundations that support the oral skill in the English Language.
2. Diagnosis of the current situation of the development of the oral skills in seventh grade students at “Carlos J. Finlay” Junior High School.
3. Design of a set of linguistic games to contribute to the development of the oral skills in seventh grade students at “Carlos J. Finlay” Junior High School.
4. Evaluation of the effectiveness of the set of linguistic games to contribute to the development of the oral skills in seventh grade students at “Carlos J. Finlay” Junior High School.

The **population** consists of a total of 124 seventh grade students and as a **sample** it was selected a group of 28 seventh grade students. The group is composed of 16 female students and 12 male students. It was chosen from a non-probabilistic and intentional criteria. The majority of them are from a functional family.

During the investigation process **research methods and techniques** were applied:

#### **Methods from the theoretical level**

**Historical – Logical:** it was used to analyze and organize the most important antecedents of the teaching learning process of the English language at Carlos J. Finlay Junior High School, the development of the oral skill in seventh grade as well as the use of linguistic games.

**Analytic – synthetic:** it was used to make generalizations and determine the theoretical and methodological foundations that support the set of linguistic games to contribute to the development of the oral skill in seventh grade students based on the theoretical systematization.

**Inductive - deductive:** it contributed to make generalizations about the development of the oral skill which made possible the design of the set of linguistic games and the determination of its characteristics.

**Systemic- structural:** it was used in the elaboration of a set of linguistic games to contribute to the development of the oral skill in seventh grade students.

**Methods from the empirical level:**

**Document analysis:** it was applied to determine the procedures commonly used by teachers to develop the oral skill in seventh grade students.

**The participant observation:** it allowed verifying the development of the oral skill in seventh grade students and the procedures used by professors during the teaching learning process.

**Survey:** it was used to determine the general features of the development of the oral skill in seventh grade.

**Pedagogical test:** it was applied to 33 students in order to corroborate the level of development of the oral skill in the English language.

**Experts's criteria:** it was used with the objective of assessing the quality of the set of linguistic games to develop the oral skill in seventh grade students from "Carlos J Finlay" Junior High School.

**From the mathematical procedures:**

**Percentage analysis:** It was used to express quantitative data related to the results of the methods and techniques applied in the diagnosis.

The **practical contribution** of this paper is a set of linguistic games to contribute to the development the oral skill in seventh grade students at "Carlos J Finlay" Junior High School.

The **scientific innovation** is the use of linguistic games to develop the oral skill taking into account the diagnosis, interests and needs of seventh grade students at Junior High school. The linguistic games establish a relation between the contents of the syllabus and sports.

The thesis is composed of two chapters. In the first one, the theoretical and methodological foundations that support the teaching learning process of the English language at Carlos J Finlay Junior High School and the development of the oral skill in seventh grade are revealed. In the second chapter, the analysis of the current situation of the development of the oral skill in seventh grade students, the

foundations of the set of linguistic games and the assessment of its quality are shown. Conclusions, bibliography and addenda are also provided.

## **DEVELOPMENT**

### **I. THEORETICAL AND METHODOLOGICAL FOUNDATIONS THAT SUPPORT THE DEVELOPMENT OF THE ORAL SKILL IN THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE AT JUNIOR HIGH SCHOOL**

This chapter offers the theoretical and methodological fundamentals of the teaching learning process of the English Language for the development of the oral skill, as well as the treatment of the oral skill in the English language in the curriculum at Junior High School Education.

#### **1.1 The teaching learning process of the English language at Junior High School.**

The teaching-learning process of the English language has been taught in Cuba even from before the Triumph of the Revolution in private schools although it was taught by means of mechanical methods. After 1959 some East European languages were introduced in our educational system due to the relations with countries from the socialist field in that region. But it is not until 1975 that the teaching of the English language is strengthened in some schools in our country. It was generalized to the rest of the schools in the 80's taking particular importance in secondary schools.

The Cuban Educational System has established a policy about the learning of the English language which contributes to insert our citizens and specially our country into the relation with the rest of the world. It is a fact the advantage of teaching a foreign language since early ages and English is being taught in Cuba since primary education up to high levels.

The English subject in Junior High School should propitiate the understanding of oral and written information in English, and also express about familiar and social life using the basic grammatical structures The four main linguistic skills are taken into account in the development of the teaching learning process of the English language in this sub system of education, so as to have the students reach an acceptable capability in the use of the English language, thus being able to communicate or transmit their ideas properly in this foreign language.

Main objectives of syllabuses are directed to:

I- Demonstrate the politic and ideological formation through a social behaviour and responsible citizenship in the exchange with partners in the activities that are carried out in classes and outside of the school context where English is used to:

- Communicate simple messages with the help of models provided by the professor or the tele-professor.
- Ask and respond questions about basic information using patterns memorized in classes.
- Ask for or request objects of the classroom, in a simple way using simple forms.
- Participate in all the activities carried out in the classroom and others that are in English.
- Act out a reading, or listened situation observed in video or TV.
- Read simple texts in English and to demonstrate general understanding by means of the realization of an oral, written or visual task (using a simple language or in Spanish.)
- Write simple descriptions about the family, the house, the school, and partners.
- Observe in video or television and to listen to conversational situations in English and to demonstrate understanding by means of the realization of visual or graphic, oral and written tasks (using a simple language or in Spanish).
- Develop logical thought by means of the observation and comparison of the linguistic contents already studied.
- Reinforce the knowledge of the mother tongue as a result of the development of the basic skills.

II- To assume a responsible attitude in their own learning by means of:

- The use of different learning strategies that help them understand and communicate, such as:
- The use of wall charts, sign language, gesture and patterns to communicate information.



- The use of different resources to draw an analogy with Spanish and to infer meanings. (Visual and contextualized)
- To repeat alone or with their partner in order to practice and reinforce the new content.
- To file ideas and expressions by means of wall charts and symbols (e.g. picture, dictionaries).
- To listen carefully and participate in the activities.
- To use sentences and patterns already established like greetings, and courtesy expressions.
- To use the bilingual dictionary.
- To use Spanish when it is necessary (and self appraisal.)
- The use of different pathways of the investigative work for the independent study and the development of practical project work.
- Reflection and self appraisal of their own progress and development, under the professor's guidance, and the assistance of their partners.

III- To demonstrate habits and abilities of independent work, and cooperation between the partners by means of the realization of different tasks and projects of independent work where they use the language with authentic talkative purposes.

IV- To use the abilities developed in English to understand information related to contents of other subjects and areas of the school curriculum and to express simple messages on these topics.

V- To demonstrate understanding and to be identified with aspects related to the Cuban culture and the universal culture, particularly that of the English-speaking countries that allows them to recognize and to appreciate the talkative and cultural value of the foreign and mother tongue, showing an attitude of respect toward them, toward their speakers and their cultures, that which contributes to strengthen bonds of solidarity and friendship with other countries.

The system of contents is expressed in the lexico grammatical aspects that should be presented using communicative functions in meaningful contexts. It is related to personal information and information about family and friends, activities they usually do, they did in the past or future plans. It also includes the abilities which

should be developed and the main values to work with taking into account the potentialities of the contents.

The situations and topics used to present the content and also during the practice stage should deal with interests and vividness of the students and they should also be useful to introduce life and culture of different countries which language is studied. The communicative activities must deal with the linguistic material included in every stage of the academic course in order to avoid the possible frustration produced for the anger of communicating and the lack of aids necessary for establishing a conversation.

The methodological conception applied is supported by the communicative approach. It is based on the presentation of the contents in a communicative context, reflecting the meaning and use of communicative functions and linguistic structures. It is a requirement to make emphasis on the development of the four basic skills, but teachers usually center their attention in one or two of them.

Traditional teaching aids are suggested to develop the teaching learning process and technologies from informatics and communication should be used to make easier the understanding of contents. Teachers should use video lessons as a teaching aid.

The direct sensorial perception and all the processes of logical thought that contribute to the development of the scientific conception of the world are linked to the wide cognitive base of the foreign language that is why teaching aides help in the conscious assimilation of grammar and vocabulary.

The evaluation system is based on different forms of developing this activity: systematic, partial and final evaluation. They are directed to the development of each of the language abilities, their integration and the achievement of the objectives proposed. It can be in oral or written form although the oral one is the most important. Independent works, participation in class, oral and written exercises, project works and quizzes are some of the ways of evaluating the students.

## **1.2 The development of the oral skill in seventh grade.**

From the linguistic point of view Don Byrne(1989),Acosta (1996) and Antich (1998)assumed that the communicative activity is a kind of active relation between the man and the word, it is a mediator process in which the man uses the language to transmit and to understand the socio-historical experience, to establish communication and to plan his activities, that it is characterized for its direct connection with the communicative situations and with other extra-linguistic factors, as well as for the intention and for the definition of its objectives.

Referring to the components of the communicative activity, in the context of the present investigation, the authoress of this thesis agrees with the denomination offered by **Antich(1998)** who conceives it in an integrated form, as a dialectic unit and just separately for its better comprehension.

Teaching the spoken language should then regard the above features so as to achieve profitable results in the communicative competence of this form of expression. Teachers need to know how to select and design appropriate and authentic language learning materials and activities in accordance with the objectives in mind, the age group of the learners, their interest level and language ability. Thus, teachers should select the texts (conversations and prose passages), functions and language structures in such a way that they reinforce and broaden mastery of speaking as it actually occurs. In addition, teachers should encourage learners through the use of materials and activities that bring the students world into classroom.

The oral skill is a productive one related to the oral mode of the language. In this regard it has to do with accuracy and fluency. Accuracy is close related with the acquisition of the linguistic competence. It involves the correct use of vocabulary, grammar, and phonology (intonation, rhythm, and pronunciation). Accuracy also has to do with the mastering of the sociolinguistic competence. On the other hand, fluency has to do with the correct use of the discourse and strategic competences. In other words fluency has to do with the correct use of cohesion devices and the way to manipulate language in order to meet communicative goals.

The main objective of the English syllabus in seventh grade is the development of the oral skill which, based on the didactic principle of primacy of the oral language, become the immediate teaching objectives. Their teaching turns into the direction and goal of every lesson and activity.

According to **Acosta (2001)**, developing the oral skill requires knowledge of the language system skills in the mastery of language (linguistic skills) and skills in its functioning as speech (communicative skills). Thus, in learning a language as communication, the learner must assimilate its components -pronunciation, vocabulary and grammar- and use them in speech.

Learning to speak, then, requires much practice in the functions and forms of the language. The aim of the teacher is to develop the linguistic and communicative skills integrative and progressively until free and spontaneous speech is attained.

Based on these aspects, the development of the oral skill in the teaching learning process of the English language in seventh grade assumes the most common stages for developing this skill: controlled oral practice, semi-controlled oral practice and free oral practice. As it was expressed by **Garcia (2010)** these stages take place after the presentation of the new content where the students understand, get familiar with or recognize the new content in a meaningful context.

The controlled oral practices closed related to the reproductive level of assimilation. During this practice the learners only repeat what the teacher provides in terms of conversational practice. In other words, learners are given intensive practice in short conversations which contain the communicative function, the structure, the vocabulary and the pronunciation of the unit. This intensive practice is under the teacher's guidance and control. The learners do not produce anything. Everything is given by the teacher. The purpose of the controlled practice is to fit the pronunciation patterns, the grammatical structure, the vocabulary that is to develop habits and skills as well as to reinforce accuracy. The most frequent organizational form of sitting arrangement is the pair work.

The semi-controlled oral practice is the transitional stage from controlled practice to free practice. The objective of this type of practice is to reinforce the learners' accuracy and fluency. In this regard the learners are under the teacher's guidance

and control, but at the same time they have certain independence to produce some utterances in a conversational or monologue manner. In this stage the learners will continue fitting the usage of the grammatical structure, the vocabulary, the articulation and pronunciation of sound, the usage of the intonation pattern and rhythm, etc. During this stage the practice takes place in pairs or in groups.

Finally, the free oral practice has to do with the productive level of assimilation. The objective of this stage is to reinforce fluency and the students can use the language freely to express their own ideas.

Some characteristics of the development of the oral skill in seventh grade are:

- 1- Most of the time allotted to the activity is in fact occupied by learner talk.
- 2- Classroom discussion is dominated by a majority of talkative participants, having all a chance to talk, and make contributions.
- 3- Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to achieve a task objective.
- 4-Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.
- 5-The situation depicted in an oral practice activity should be relevant and immediately useful to the learners.
- 6-The content should reflect the level of communicative competence and performance of the learners.

But during the oral training some difficulties usually emerge: it requires some degree of real-time exposure to an audience so students are often inhibited about trying to say things in a foreign language in the classroom so they are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts; even if they are not inhibited, students complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Besides, only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. There is also tendency of using the mother

tongue because it is easier or it feels unnatural to speak to one another in a foreign language.

When assisting seventh grade students in the development of their oral skill, there are some tips and techniques that teachers can use to minimize anxiety and to make the development as efficient and practical as possible. This way, students will learn more and at the time they increase motivation. They are directed to:

- Create authentic practice activities that as similar to real-life as possible.
- Create different contexts in which students can practice in order to broaden their vocabulary and experiential horizons.
- Provide scaffolding and support for each context; this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate.
- Don't focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety.
- Be aware of Higgs, what students at different levels can focus on.
- Give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities. This allows for differentiation, as students can use the level of response that they feel comfortable with.
- Develop routines involving certain scripts (ie greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts.
- Use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning.

As it has been demonstrated through the theoretical and methodological foundations revealed, the teaching-learning process of the English language should guarantee the achievement of the communicative competence in the English language. The development of the oral skill in seventh grade depends on the activities developed in each stage of the oral practice.

## **SET OF LINGUISTIC GAMES TO CONTRIBUTE TO THE DEVELOPMENT OF THE ORAL SKILL IN SEVENTH GRADE STUDENTS AT “Carlos Juan Finlay” JUNIOR HIGH SCHOOL**

In this chapter the results of the diagnosis of the development of the oral skill in seventh grade students at “Carlos Juan Finlay” Junior High School are described, also the theoretical and methodological foundations of the set of linguistic games are stated and finally the assessment of the effectiveness of the proposal.

### **2.1. Diagnosis of the current state in the development of the oral skill in seventh grade students at “Carlos Juan Finlay” Junior High School.**

To verify the initial state of the problem and collect data some methods were used. The document analysis (**Anex 1**) was carried out to determine the procedures commonly used by teachers to develop the oral skill. Different documents like the syllabus, the methodological guidelines and the workbook for seventh graders were analyzed by the authoress.

The analysis of the syllabus showed that there is a correspondence among the general objectives of the grade and the content to be studied. It includes eleventh units in which the communicative functions, the grammatical elements, the communicative functions the students should master and the vocabulary are specified in what referred to the system of knowledge. Reference to the elements of pronunciation is not well provided.

It was corroborated that there are specific methodological guidelines to develop the oral skill in the teaching - learning process of the English language in seventh graders. Some hints are given according to the importance and primacy of the oral skill within the grade. It makes reference to indicators for the evaluation of the oral skill.

In the workbook, teachers may find the vocabulary, the grammatical structures, and the communicative functions the students should master, the exercises do not fully favour the development of the oral skill to the extent needed. They are mainly reproductive and traditional and do not offer enough opportunities for the students´

interaction within the class. They are not graded taking into account the levels of assimilation.

An observation guide (**Annex 2**) was applied with the main objective of verifying the development of the oral skill in seventh grade students and the procedures used by the professors during the teaching learning process.

Four lessons for seventh graders were observed and it was proved that students were not motivated towards the oral practice, their attitude was not positive, they frequently rejected to speak and they were constantly seeking for help on the part of the teacher. They committed several pronunciation and grammatical mistakes.

It was corroborated that the procedures used to develop the students' oral skill were consistent with the methodological guidelines of the grade. Most of the exercises were traditional and they were not designed according to the students' interests and age. They were quite reproductive. Besides, teachers did not demonstrate their creativeness since lack of opportunities for the students to use the language in other communicative situations was not appreciated.

A survey (**Annex 3**) was applied to 5 teachers of English from Ciego de Ávila Junior High Schools to determine the general features of the development of the oral skill in seventh grade.

In the first indicator, two teachers which represent the 40% expressed that the conception of the development of the oral skill in the teaching – learning process of the English language in seventh grade is Good and three teachers which represent the 60% marked as Fair.

Concerning the second indicator, three teachers representing the 60 % of the total ranked the methodological procedures used in the oral practice as Fair and two teachers which represent the 40 % marked them as Poor.

Concerning the third indicator, one teacher who represents the 20% expressed that the characteristics of the exercises are Good, another teacher who represents the 20 % marked it as Fair and three teachers which represent the 60% ranked the exercises as Poor.

Concerning the fourth indicator, one teacher representing the 20 % of the total marked the students' skill to speak fluently with correct pronunciation, intonation,



rhythm and accent as Fair and four teachers which represent the 80% marked as Poor..

These results show that teachers recognize that the quality of the exercises they apply in oral practice lessons is not good thus the students' development of the oral skill is not good either then, the indicators more affected are the ones related to the exercises and the students 'development of the oral skill.

An initial pedagogical test (**Annex 4**) was elaborated and applied to 28 students in order to corroborate the level of development of the oral skill in the English language according to a scale (High, Average, Low) and the following indicator points:

- Pronunciation.
- Fluency.
- Intonation, rhythm and stress patterns.
- Use of communicative functions.

The results obtained (**Annex 5**) are the following:

The indicator related to pronunciation showed that 3 students which represent 10.7% were evaluated as High, they could pronounce words correctly, taking into consideration all English sounds, 13 students which represent 46.4% were ranked as Average because they showed some limitations in pronunciation and a total of 12 students which represent 42, 9% were ranked as Low because they could not demonstrate a good pronunciation.

The second indicator was referred to oral fluency. It showed that 6 students 21.4% were ranked as High, 12 (42.9%) were ranked as Average and 10 students 35.7% were ranked as Low due to the fact that there were serious limitations.

The third indicator related to intonation, rhythm and stress showed that 6 students representing the 21.4% were ranked as High because they used the correct patterns, 13 students which represent 46.5% were ranked as Average and 9 students (32.1%) showed serious limitations in this aspect of the language so they were ranked as Low.

The fourth indicator related to mastery of communicative functions showed that 5 students which represent the 17.8% were ranked in the High level because they could use all the communicative functions presented in the situation, while a number of 11 students representing the 39.3% were ranked in the Average level and 12 students which represent the 42.8% were ranked in the Low level because they committed mistakes in the use of communicative functions.

Summarizing the results of the pedagogical test 3 students which represented the 10.7% were ranked as High because they showed a good development of the oral skill, 12 students which represent the 42.8% of the total showed some limitations in the oral skill but they were able to communicate ideas so they were graded as Average and the other 12 students, (42.8%) were ranked as Low because they have not developed the oral skill yet.

The integration of the results of the different instruments applied during the diagnosis phase allowed the authoress to determine the following potentialities and limitations.

#### Strengths

- There are specific methodological guidelines to develop the speaking skill in the teaching - learning process of the English language in seventh grade.
- There is a general correspondence among the general objectives of the grade and the content to be studied.
- The procedures used to develop the students' oral skill were consistent with the methodological guidelines of the grade.

#### Weaknesses

- There are certain limitations in respect to the information the methodological guidelines offer about the development of the oral skill.
- The exercises from the workbook are well-design, but they need to be more contextualized according to the students' interest and needs.
- Poor development of the abilities to use correctly the communicative functions and the prosodic elements of language.

**2.2. Fundamentals to support the set of linguistic games to develop the oral skill in seventh grade students at "Carlos Juan Finlay" Junior High School.**

The set of linguistic games proposed was designed taking into account theoretical and methodological foundations that support the development of the oral skill.

From the philosophical point of view the proposal is founded on the Marxist Leninist philosophy and its method of the dialectical and historical materialism which takes into account the antecedents and evolution of human communication supported by the theory that language is the material wrapping of thought and the most important means of human communication.

From this point of view the category of form the content is significant in the process of oral language expressions since it evolves the development of language skill and the knowledge of the subsystem of language.

From the psychological point of view the set of linguistic games is founded on the basis up the comprehensive formation of the personality of the students aim and goal of the Cuban educational system. The acquisition of knowledge is closely related to the development of communicative skill in the English Language. From this approach both delimitation and the potentialities are taken into consideration in the diagnosis of the students.

From the sociological point of view the set of linguistic games is designed to improve the quality of the teaching learning process of the English Language to make the students capable to interrupt in social life that is in a specific sociocultural contents so that the students could interact from the cognitive and practical positions in correspondence to the moral values of his educational context: school, family and community.

The set of linguistic games is based upon the general principle of the social pedagogy and the principles of the National System of Education. From this pedagogical point of view the proposal is directed to contribute to the formation of the student's communist personality, that is the main objective of the Cuban School.

From the didactic point of view the set of linguistic games meets the features of general didactics and the components of the teaching learning process as well as the requirements of methodology of foreign language teaching. It takes into account the primacy of the integration of skills laying emphasis upon oral skill.

Linguistically it is supported by the most recent trance of contemporary oral language and the integration of skills enhancement of oral speaking.

The main characteristics of the set of linguistic games are:

- They are contextualized according to the diagnosis, interests and needs of seventh grade students at a Junior High school.
- They provide meaningful practice for the students at this type of school.
- They are aimed at developing students vocabulary related to the semantic field of sports.
- They are focused towards the attention of individual differences.
- They are graded according to the different levels of assimilation.
- Each linguistic game provides the objective, system of knowledge, level of assimilation, proficiency level, teaching aids, evaluation and procedures for the implementation.

**Set of linguistic games contribute to the development of the oral skill in seventh grade students at “Carlos Juan Finlay” Junior High school**

### **Game 1**

**Title of the unit.** Hello! What’s your name?

**Activity:**The greeting song

**Objective.** To recognize and reproduce the vocabulary related to the greetings and introductions by means of oral and written exercises related to the topic.

**Level of assimilation.** Recognition and reproduction.

**System of knowledge.** Formal and informal greetings.

**System of skills.** Oral and writing.

**System of values.** Friendship.

**Teaching - aids.** Black board, cards

**Evaluation.** Oral

**Procedures.** The students work in pair or teams. They are given cards with parts of the day such as morning, afternoon and evening, or hours of the day

indicating these parts of the day. Then, they have to greet themselves saying the names that appear in the cards following the lyric of the greeting song.

**(Annex 6)**

For example: -Good morning, what is your name?

-Good morning what is your name?

-Mireya, Mireya, Mireya is my name.

Divide the group into two teams, team 1 is going to be the question and team 2 is going to answer the question. The winner team is going to have the better pronunciation with the exaggerating in final /m/ (name) /iu/ (you) and /juat/ (what). This song helps teachers to develop the oral training of the student and exercise the initial and final pronunciation of the words *name* and *what*.

For low learners the teacher could give a card with the lyric of the song for them to change only their names and the parts of the day (in a first try), when the students are able to sing it, they will use the card of the average students High level students won't receive any card, they have to create their own song.

**Game 2**

**Title of the unit.** What's your town like?

**Activity:** Where is the ball?

**Objective.** To recognize and reproduce the prepositions of place and movement to express where a given object is by means of oral games related to the topic.

**Level of assimilation.** Recognition and reproduction.

**System of knowledge.** Prepositions of place: in, on, at, next to, across from, around, corner, near, far from, beside, between.

**System of skills.** Oral.

**System of values.** Honesty and friendship.

**Teaching - aids.** A ball and a box.(Sports objects)

**Evaluation.** Oral.

**Procedure.** The class should be divided into two teams (A and B), but it is going to be better individually. In order to begin the game the teacher will prepare a box with a cat and will order the students to prepare themselves. The teacher will begin with the instructions and the students have to do what the teacher says, the

winners are going to be the students that have more correct instructions. If she /he gains it, then it will be necessary to order again or to change the game sequence.

Put the ball between the boxes.

Put the ball near the box.

Put the ball on the box.

Put the ball in the box.

Put the ball to the left of the box.

Put the ball in front of the box.

Put the ball in back of the box.

Put the ball next to the box.

Put the ball under the box.

Put the ball to the right of the box.

### **(Annex 6)**

In the case of baseball students

Put the ball in the catcher's mitt. (.....)

In the case of basketball students

Put the basketball inside the basket

Put the basketball next to the basket. (.....)

taking into account the individual differences of the students, in this game, the high level students have to make 5 sentences telling where someone is and the low or average level students will say if it is true or false.

### **Game 3**

**Title of the unit.** What is your house like?

**Activity.** Hot Potato

**Objective.** To recognize and reproduce the parts of the house, furniture and equipment by means of oral games related to the topic.

**Level of assimilation.** Recognition and reproduction.

**System of knowledge.** Parts of the house, furniture and equipment.

**System of skills.** Oral.

**System of values.** Responsibility.

**Teaching - aids.** Sports object.

**Evaluation.** Oral.

**Procedure.** The teacher should brainstorm words with the students to remember some words related to the parts of the house.

The students sit in a circle. They are given a soccer ball to pass around. Before the game begins, the teacher tells the students the topic of the game. **(Annex 6)** For example: words to describe parts of the house, equipment, room and places. The teacher plays or sings songs as the students pass the object. When the song stops, the person who has the object must begin saying up to 5 words related to parts of the house, meanwhile the other students pass the object around the circle, back to the student who is reciting the words. If the class gets the object back before the student have said 5 words the class wins; if the students says 5 words before the object gets around the circle the student wins.

#### **Game 4**

**Title.** What is mum doing?

**Activity.** Telephone

**Objective.** To recognize and reproduce the vocabulary related to some family members, as well as the different routines they do, by means of oral games related to the topic..

**Level of assimilation.** Recognition and reproduction

**System of knowledge** Family members and daily routines.

**System of skills.** Oral

**System of values.** Responsibility and love towards their families.

**Teaching - aids.** Board.

**Evaluation.** Oral.

**Procedure.** In a circle, the teacher whispers a phrase into a student's ear. **(Anex 6)** The student passes on the phrase until it reaches the last student in the circle. If a student did not hear it the first time, he/ she has the opportunity to say "operator " and it can be repeated one more time. The last student then says the phrase out aloud. If done correctly it should be the original sentence. If it got lost in the messaging it can be quiet funny.

E.g.: I practice volleyball in the afternoons.

My mother told me to finish my Math homework.

### **Game 5**

**Title of the unit.** What's your friend doing?

**Activity.** Jeopardy

**Objective.** To recognize and reproduce the regular and irregular verbs to express daily activities or routines by means of oral games related to the topic.

**Level of assimilation.** Recognition and reproduction.

**System of knowledge.** Regular and irregular verbs to express daily activities or routines.

**System of skills.** Oral.

**System of values.** Responsibility and love towards their families.

**Teaching - aids.** Cards, black board

**Evaluation.** Oral.

**Procedure.** On the board, write the titles of areas you want to review with the point total underneath. E.g. Parts of the house

The students are divided into groups or teams. They have a chance to choose a question and answer to it in order to earn the points. They have ten seconds to discuss the correct answer before they must give their answer. If they are incorrect, another team can steal and try to answer the question correctly. Questions are repeated twice only. This encourages everyone to listen and prepare the right answer. The same person cannot answer each time for the team. They get one question and then the next team chooses a question and has the opportunity to answer. The teacher keeps track of each team points. Sometimes, the winning team gets a treat. All questions must be answered in order, easy to harder. The fifteen point's questions are the most difficult and come at the ends when everything is ready. **(Annex 6)**

### **Game 6**

**Title of the unit.** What do you remember?

**Activity:** Inside outside circle.



**Objective.** To recognize and apply the present continuous tense in the communicative functions studied in the unit by means of oral games related to the topic.

**Level of assimilation.** Recognition and application.

**System of knowledge.** Introducing people, family members, parts of the house places in town and the present continuous tense used in the communicative functions of the unit.

**System of skills.** Oral.

**System of values.** Responsibility, friendship.

**Teaching - aids.** Board or picture.

**Evaluation.** Oral

**Procedure.** The teacher discusses with the class questions one might ask if they were meeting someone for the first time or interviewing someone. Brainstorm a list together. Teacher asks the class to form two circles one inside the other. Each student in the inside circle is assigned a question. They must ask the question to the students in the outside circle when the teacher claps his/her hands. The outside circle rotates until everyone has answered all the questions done by the students in the inside circle's students. The circles change position and now the ones who answered are the ones who asks. The students' answers must be in full sentences.

The teacher's must monitor the exercise and the use of English in their answers and also mark the change of places with a clap.

E.g.:

What's your name?

Can you spell your name please?

How old are you?

What's your address?

Where do you live?

Do you live with your mother?

What is your mother doing in the kitchen?

How's your house?

Where are you from?

Which are your favorite sports?

What sport do you practice?

What is your favorite Cuban athlete?

What is your favorite international athlete?

### **Game 7**

**Title of the unit.** What's your friend like?

**Activity.** Throw the ball

**Objective.** To recognize and reproduce the vocabulary related to the adjectives nationalities, countries and languages by means of oral games related to the topic.

**Levels of assimilation.** Recognition-reproduction

**System of knowledge.** The vocabulary related to countries, nationalities and languages.

**System of skills.** Oral

**System of values.** Friendship

**Teaching - aids.** Cards

**Evaluation.** Oral

**Procedure.** The students stand in a circle and the teacher will give each of them the nationality of a Football, Basketball, Volleyball and Jockey team, then the game begins, the teacher throw the ball to the first student. **(Annex 6)** He must say the nationality of his football team and throw the ball to other student. This second student should say the first student nationality and his, do so up 4 or 5 nationality the teacher monitors the game so it do not lose interest.

### **Game 8**

**Title of the unit.** What's the weather like?

**Activity.** Drawing weather.

**Objective.** To recognize and reproduce the vocabulary related to weather conditions to develop their logical thought and their abilities of temporal space localization by means of oral games related to the unit.

**Levels of assimilation.** Recognition and reproduction.

**System of knowledge.** The vocabulary related to the seasons of the year, months of the year and the weather conditions.

**System of skills.** Oral

**System of values.** Responsibility

**Teaching - aids.** Cards, colours, papers

**Evaluation .** Oral

**Procedure:**

Divide the group into 4 teams. Each team is sat around the table in each corner of the room and it is equipped with paper, pencils, and category cards with the season they will draw (winter, summer, spring, autumn). **(Annex 6)** Then they have to make a drawing taking into account the weather conditions of the seasons of the year and they also have to write what sports they can practice, if they are in any of those seasons. When the teams finish, they have to describe the weather that appear in the other team and will also say in which months of the year it could be is. To High learner: could be the representative of his or her team to describe the others teams weather.

### **Game 9**

**Title of the unit.** What are they wearing?

**Activity.** The colours and the clothes' war

**Objective.** To recognize and reproduce the vocabulary referred to clothes by means of oral games related to the unit.

**Levels of assimilation.** To recognize and reproduction.

**System of knowledge.** Clothes and garments colours, demonstrative pronouns.

**System of skills.** Oral.

**System of values.** Responsibility and friendship.

**Teaching - aids.** Cards.

**Evaluation.** Oral.

**Procedure.** Divide the group into two teams, Bufalos' team and Capitalinos' team. The teams should select an object of the classroom and state its color, a member of the team should say "I spy with my little eyes something that is (the color)" the object in question must be visible to all players

The members of the other team should ask yes or no questions such as:

Is that a chair/ table/ vase?

Is that your pant/ blouse/shirt?

For low learners the teacher should provide additional information such as names of objects, the colors, yes or no questions patters in the preparation stage of the game.

### **Other way**

**Activity.** What is someone wearing?

**Procedure.** Divide the group into two teams and give names to the students related to clothes (socks, tennis shoes, short, head protector, glove, uniform or other). They have to discuss each other in order to say what someone is wearing or not. The teacher said: There is an athlete who practices Volleyball, His name is Mireya Luis, but she doesn't have (any clothes), the student named has to stand up and say: No, she has not (her clothe name) but she does not have (another clothe) a member of the other team, who has that name, is going to stand up and say the same with his name. The winner is the team who mention the most quantity types of clothes.

## **Game10**

**Title of the unit.** What do you do at school in the morning?

**Activity.** Concentration song.

**Objective.** To recognize and reproduce the school objects by means of the song "Concentration"

**Levels of assimilation.** Recognition and reproduction.

**System of knowledge.** School objects.

**System of skills.** Oral.

**System of values.** Honesty and friendship.

**Teaching aids.** Cards.

**Evaluation.** Oral.

**Procedure.** Divide the group into two teams, Bufalos' team and Capitalinos' team. The teams should select an object of the classroom and state its color, a member of the team should say "I spy with my little eyes something that is (the color)" the object in question must be visible to all players

The members of the other team should ask yes or no questions such as:

Is that a chair/ table/ vase?

Is that your pant/ blouse/shirt?

For low learners the teacher should provide additional information such as names of objects, the colors, yes or no questions patters in the preparation stage of the game.

**Other way**

**Activity.** What is someone wearing?

**Procedure.** Divide the group into two team and give name to the students related to clothes (socks, tennis shoes, short, head protector, glove, uniform or others)(Annex 6). They have to discuss each other in other to say what someone wearing or not. The teacher said: There is an athlete who practices Volleyball, His name is Mireya Luis but she doesn't have (any clothes), the student named has to stand up and say: No, she has (his clothe name) but she doesn't have (another clothe) a member of the other team who has that name, is going to stand up and say the same with his name. The winner is the team who can say more types of clothes.

## **Game 11**

**Title of the unit.** Can you do it on your own?

**Activity.**A baseball play

**Objective.** To apply the vocabulary studied from unit 1 to 10

**Levels of assimilation.** Application

**System of knowledge.** The vocabulary studied during the course

**System of skills.** Oral

**System of values.** Honesty and friendship.

**Teaching - aids.** Cards, black board

**Evaluation.** Oral.

**Procedure.** Divide the class into two teams, state the rules of the game and according to the kind of questions they'll receive some points and they will go from base to base up to make a career so as in baseball. **(Annex 6)**

- They have to organize the team as in a baseball play.
- Each team will have 9 players and opportunities to answer correctly and run from base to base. Each incorrect answer is an **out** (up to 3)
- Each team will have three **bases for ball** to give opportunity to the low learner to answer the easiest questions.
- An answer which is not completely correct is a **Strike** and the team has the opportunity to consult the answer with another member of the team.
- An answer completely correct is a hit.
- A homerun is the most difficult question.
- A foul is another opportunity for the low learner.

Make some cards that contain the question for a face and from the other face only in some cases homerun that is optionally for high learner.

## **CONCLUSION**

As a result of this research the authoress considers necessary to note the following conclusions:

1. The teaching learning process of the English language in seventh grade is aimed at developing the four linguistic skills. It is conceived to use the lexico – grammatical aspects and pronunciation items to express about daily and social life in oral and written forms although primacy of the oral language is revealed in the syllabus. To achieve this objective it is necessary to follow methodological procedures which propitiate oral practice according to the different stages of this process.
2. The results of the diagnosis of the development of the oral skill of seventh grade students demonstrated their real state. Although, there are some potentialities main limitations were related to the poor development of the abilities to use correctly the communicative functions and the prosodic elements of language and also to the fact that the methodological procedures applied by teachers in the oral practice are frequently affected by their lack of creativeness and the use of reproductive and traditional exercises.
3. The set of linguistic games was elaborated taking into consideration the theoretical and methodological foundations of the development of the oral skill and also potentialities and limitations detected during the diagnosis stage. It is contextualized according to the diagnosis, interests and needs in seventh grade students at a secondary school.
4. The set of linguistic games was evaluated as effective because it contributed to develop the oral skills in seventh grade students at Carlos J. Finlay Junior High school.

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**Annex 1**  
**DOCUMENT ANALYSIS**

**Object:** Documents which contain methodological information for the development the oral skill (syllabus, methodological guidelines and workbooks)

**Objective:** To determine the procedures commonly used by teachers to develop the oral skill.

Indicators points:

- Didactic conception of the syllabus in relation to the development of communicative skills.
- Didactic and methodological requirements in order to develop the students' oral skill.
- Methodological procedures for developing the oral skill.
- Exercises and procedures suggested for the development of the students' oral skills.

**Annex 2**  
**OBSERVATION GUIDE**

**Object:** Students and teachers.

**Objective:** To verify the development of the oral skill in seventh grade students and the procedures used by the professors during the teaching learning process.

**Type of observation:** Participant observation.

OBSERVATION GUIDE

Group: \_\_\_\_\_ Grade: \_\_\_\_\_ Attendance: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
\_\_C\_\_ \_\_7\_\_

Teaching aid used: \_\_Cards\_\_

Teacher: \_\_Joanny\_\_

**Observation of the students:**

- Pronunciation mistakes.
- Grammatical mistakes.
- Attitude towards the subject.
- Motivation towards the oral practice.

- Participation in class.
- Help provided by the teacher during the lesson.

**Observation of teachers:**

- Procedures used to develop the oral skill according to the methodological guidelines.
- Types of exercises used to develop the oral skill.
- Contextualization of the exercises according to the students’ interests and age.
- Creativeness of teachers in the design of exercises.

**Annex 3**

**SURVEY TO TEACHERS**

**Objective:** To determine the general features of the development of the oral skill in seventh grade.

**Teacher:** An investigation about the development of the oral skill in seventh graders is being carried out. Answer the following questions according to your qualification and experience.

**Indicator points:**

- The conception of the development of the oral skill in the teaching – learning process of the English language in seventh grade.
- Methodological procedures used in the oral practice.
- Characteristics of the exercises.
- The students’ skill to speak fluently with correct pronunciation, intonation, rhythm and accent.

**Scale: Good - Fair - Poor**

INDICATORS	RANKING		
	GOOD	FAIR	POOR
The conception of the development of the oral skill in the teaching – learning process of the English language in seventh grade.			

Methodological procedures used in the oral practice.			
Characteristics of the exercises.			
The students' skill to speak fluently with correct pronunciation, intonation, rhythm and accent.			

#### Annex 4

### INITIAL PEDAGOGICAL TEST

**Object:** 28 students of 7<sup>th</sup> grade at "Carlos Juan Finlay" Junior High School.

**Objective:** To corroborate the level of development of the oral skill in the English language of seventh grade students.

Indicator point:

1. Pronunciation.
2. Fluently.
3. Intonation, rhythm and stress patterns.
4. Use of communicative functions.

Activity

Two students A and B

A: You are in your scholar games and some students from another place come to play.

B: You are in your scholar games and you meet a new friend.

- Ask and say the name.
- Ask and say where people live.
- Ask and say the age.
- Ask and say the sports that people practice.

#### Annex # 5

### RESULTS OF THE INITIAL PEDAGOGICAL TEST

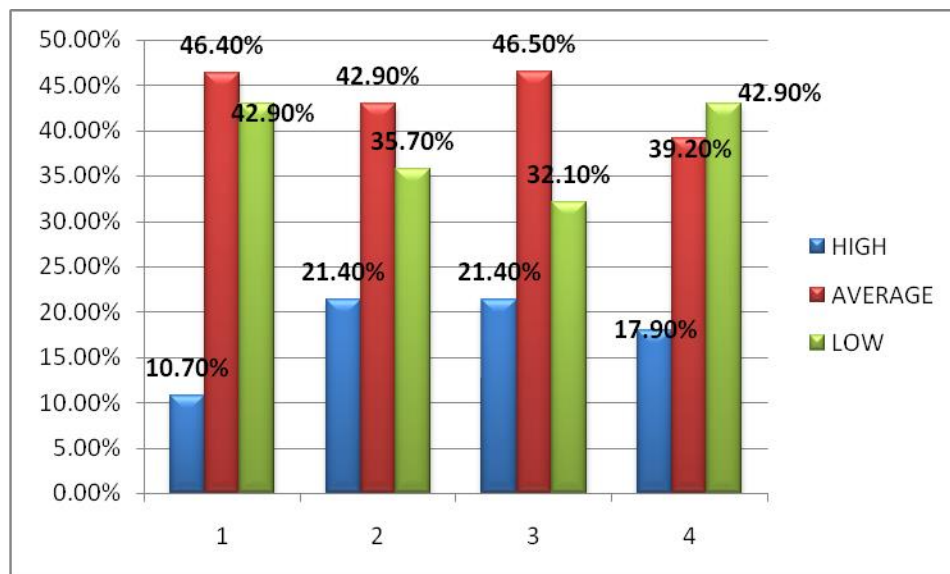
Nº.	Names & Last Names	Indocator points			
		1	2	3	4

1	Amanda Abab Fajardo	Low	<b>Average</b>	Low	Low
2	Lazaro Kevin Cordovi Leon	Low	Low	Low	<b>Average</b>
3	Dairi Dorta Martinez	Low	<b>High</b>	<b>High</b>	Low
4	Leanet Gonzalez Garcia	<b>Average</b>	<b>Average</b>	<b>Average</b>	<b>Average</b>
5	Brandy Griñan Rodriguez	<b>Average</b>	<b>Average</b>	<b>Average</b>	<b>Average</b>
6	LeanetGutierrez Hernandez	<b>Average</b>	Low	Low	Low
7	YirlairaHernandez Herrera	Low	Low	Low	<b>Average</b>
8	Leidy Laura Laza Driggs	Low	<b>Average</b>	<b>Average</b>	Low
9	Lacsiry Escalona Castañeda	<b>Average</b>	Low	Low	Low
10	Aliennys Leon Pulido	<b>Average</b>	<b>Average</b>	<b>Average</b>	<b>Average</b>
11	Eiler Mendoza Rivero	<b>Average</b>	Low	<b>Average</b>	Low
12	Yosvany D. Mendez Mendoza	Low	Low	<b>High</b>	Low
13	Melisa Montero Piloto	Low	Low	<b>Average</b>	Low
14	Wilber Paumier Hinojosa	Low	<b>Average</b>	<b>Average</b>	<b>Average</b>
15	Jesus M. Paz Marquez	<b>Average</b>	<b>Average</b>	<b>Average</b>	<b>Average</b>
16	Yunet perez Abreu	<b>Average</b>	<b>Average</b>	<b>Average</b>	<b>Average</b>
17	Denis Daniel Perez Ramos	<b>Average</b>	Low	<b>Average</b>	Low
18	Yadiel B. Rangel Alvarez	<b>Average</b>	<b>High</b>	Low	Low
19	Yanisleydy Romero Alfonso	<b>Average</b>	<b>Average</b>	Low	Low
20	Yaliana Romero Sanches	<b>Average</b>	<b>Average</b>	<b>Average</b>	<b>Average</b>
21	Adismary Sosa Ortega	Low	Low	Low	<b>Average</b>
22	Georbis Manuel Vidal Valdes	<b>High</b>	<b>High</b>	<b>High</b>	<b>High</b>
23	Yamila Trasanco Cabrera	Low	<b>Average</b>	<b>Average</b>	<b>Average</b>
24	Bryan Cepero Rodriguez	<b>Average</b>	<b>High</b>	<b>High</b>	<b>High</b>
25	Adrienny Arregoita Terry	Low	<b>Average</b>	<b>Average</b>	Low
26	Liesney Sencio Leonel	<b>High</b>	<b>High</b>	<b>High</b>	<b>High</b>
27	Jean Michel Urelly Redondo	<b>High</b>	<b>High</b>	<b>High</b>	<b>High</b>
28	Ruben Arado Ramirez	Low	Low	Low	<b>High</b>

Key: **High** / **Average** / **Low**

Indicator points	1			2			3			4		
	H	A	L	H	A	L	H	A	L	L	A	H
Total	3	13	12	6	12	10	6	13	9	5	11	12
	%			%			%			%		
Per cent	10.7	46.4	42.9	21.4	42.9	35.7	21.4	46.5	32.1	17.	39.2	42.9
	%	%	%	%	%	%	%	%	%	8%	%	%

### RESULTS OF THE INITIAL PEDAGOGICAL TEST





Annex 6

Game 1





## Game 2



## Game 3



## Game 4



I practice volleyball in the afternoons

## Game 5

Sports	Parts of the house	Family members	Chance
3	3	3	3
6	6	6	6
9	9	9	9
12	12	12	12

Examples of questions:

### Parts of the house

Where is your mother cooking?

Where are you and your mother doing homework?

Where are you practicing baseball?

What are you doing in the bathroom?

### Chance

What's your full name?

How old are you?

Who do you live with?

Describe your school with no less than three words.

Sing a song in English

## Game 7

Real Madrid

Búfalos

Carioca

NBA

## Game 8



Game 10

Umpire

Catcher

Bat

Glove

Softball

Basket

Net

Puck

Game 11

Goal



**Questions:**

What's your full name?

How are you?

Mention another way to say: I'm fine, thank you.

Sing or say the English alphabet.

Say the numbers from 0 to 20.

Can you spell your name please?

Which are the forms of the verb to be?

How old are you?

How old is your mother?

What's your phone number?

What day is it today?

What's your address?

Where do you live?

Where are you from?

Can you describe your house?

What are your parents' name?

Do you have any brother and sister?

Mention what is the structure of the present continuous tense.

Describe your school with 3 adjective. Make an action and say what you are doing in that moment.

Mention 5 countries and 5 nationalities,

What is your best friend like?

What does your teacher look like?

In which season of the year is rainy?

Mention the season of the year.

What's your favourite color ?

What sport do you practice?

What is your favourite sport man ?